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ABSTRACT

This School Board Policy kit, one of a series, covers the subject of Policies that Support Effective Teacher Recruitment. It requests all district boards to "incorporate into written pclicy form their refusal to consider race, religion, sex, or national origin as a basis for employment," and stresses the importance of teacher recruitment as a year-round activity. Board deliberations on the topic of recruitment must inevitably call for a review of policies on hiring, orientation, and assignment. (Document previously cited in RIE as ED 044 542.) (Author/LS)

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Policies That Support Effective Teacher Recruitment

Cat. no.: 70-38

August, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EA 003 270

...a school board policy development kit prepared by the Educational Policies Service of the National School Boards Association

NSBA

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the School Board Policy Development Kits...

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POLICIES THAT SUPPORT EFFECTIVE TEACHER RECRUITMENT

Cat. No. 70-38 *August, 1970*

Dear Colleague:

Suddenly school boards are enjoying a buyer's market for teachers. As recently as three years ago, the demand for new teachers far exceeded the supply. Just last February educational statisticians were still saying that the training institutions were not producing enough qualified teachers to fill available teaching positions. (The figure used was 145,000 graduates for 196,660 vacancies.) By the summer of 1970, however, the National Education Association reported a teacher surplus of 38,000, and the U.S. Office of Education was predicting that the surplus would rise to 55,000 by the year 1975.

In a July 19 report, The New York Times summed up the situation in these words:

> Public school superintendents in much of the country, preparing for the coming academic year, are being swamped by applications from thousands of qualified teachers unable to find positions in a tightening job market....In recent months, taxpayer revolts over rising educational costs, a leveling off of public school student populations, and other factors have combined to force many superintendents to cut back sharply on hiring. Many districts are reducing existing staffs while more and more college graduates, trained as teachers, pour into the job market.

The Times added that the oversupply is concentrated in the fields of English, foreign languages (especially French), and social science while openings remain in such specialized fields as preschool teaching, special education, physical education, and industrial arts.

While surpluses exist in many states, there are, of course, still some places where shortages still exist--Mississippi, for example.

For more and more employer school boards, the surplus offers an opportunity to upgrade the quality of staff. "When you have an oversupply of teachers," says a spokesman for the Chicago Board of Education, "you can be fussy about just who is selected. This is a pleasant novelty for us. We hope it will stimulate everybody to do a better job."

Why Policy Now?

The files of the EPS Clearinghouse indicate that many school boards --even during the Era of the Great Shortage--surprisingly did not record a policy position on recruitment. (The sample policies attached represent the best from the files.) Perhaps the neglect reflected a "we'll have to take what we can get" attitude. If a board could get through the drought without a policy statement, why write one now when the administration is likely to receive more applicants for each vacancy than ever before?

First off, few areas of personnel administration are more important than recruiting, and the work of school district recruiters can be carried on much more effectively if they have policy guidelines from the board. It's the board's job to tell what is wanted and why.

Regarding the need for policy especially at this time of surplus, an analogy will be illustrative:

> During World War II, about the hardest commodity to come by for a civilian was an automobile. If you needed a car, you had to sweat to find one. As a result, you didn't set criteria about color or styling or condition or make. If it had four wheels and ran, you bought it!
>
> After the war, of course, things were very different. Cars became plentiful. Now you could become selective. You didn't have to settle for the first car offered you, or for the fifth, or for the 15th. You were free to keep looking for exactly the right car...the car that had everything you wanted and nothing you didn't want. It wouldn't have made much sense, under these changed circumstances, to buy a new car without really shopping for it, without setting forth specifications--in your own mind, at least--as to what was wanted and why.

There is more than a passing similarity between this car-buying example and the matter of teacher recruitment. To prove it, take a fresh look at your district's procedures on recruitment.

Here is what that fresh look would reveal for some districts: a "bare-bones" directive that simply instructs the superintendent to be responsible for hooking the best qualified personnel he can find. That bare-bones approach may have been enough when

teachers were hard to find. The school boards didn't want to hamstring its superintendent by putting too many restrictions on him. Rather, it wanted to leave him free to grab any likely body that met minimum state requirements.

But the superintendent no longer needs this kind of freedom. He needs, instead, the authority to choose from a host of excellent candidates--and the authority to find that host of excellent candidates in the first place. He needs a positive policy statement from the board specifically charging him with the responsibility to be highly discriminating in his hiring. To borrow a Madison Avenue catch phrase, he should be told: "Select, don't settle."

Policy Ingredients

What kinds of policy ingredients will lead to such a quest for quality?

First off, the school board must recognize that effective recruitment costs money, and a board policy statement will reflect the board's willingness to expend funds in that direction. The superintendent should be charged with the responsibility for determining his dollar needs for recruitment, and for making his request for such funds part of his annual budget, as part of the cost of personnel management.*

Elements you may (or may not) wish to specify for inclusion in such a budget might include:

- Costs of printing and distributing recruitment brochures and other literature describing your district and its needs. (The more completely and attractively you tell your story, the more inquiries you'll receive from prospective teachers who are truly likely candidates.)

- Costs of advertising job vacancies.

- Costs of long-distance calls to discuss your staffing needs with placement officers at training institutes. (Some small districts have always felt they "didn't have a chance" at recruiting graduates of the more prestigious colleges and universities; but with the shift in supply-

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* For many budgets, this would be in line items 110-h and 130-h. Reference: Financial Accounting for Local and State School Systems: Handbook II, U.S. Office of Education, 1966.

and-demand, that's simply no longer true.)

. Costs of sending one of your administrators on teacher-recruitment tours.

. Full or partial travel allowances to enable out-of-state applicants who seem truly superior to come for interviews. (Warning: Check the statutes to see if this kind of expenditure is permitted in your state.)

It's true that some boards, faced with the need to pare cheese, have totally scuttled recruitment budget requests, and have managed to staff their schools by expending no more than a clutch of 6¢ stamps. But have they staffed their schools with the best talent available? Not as likely as if they'd been willing to invest some money in a thorough "fishing" expedition.

Year-Round Activity

By the same token, board policy should specify that teacher recruitment is to be a year-round activity. Because so many teacher applicants will not find teaching positions each year, they are likely to remain candidates for your district beyond September 1. A search that continues through October and November may turn up an A-1 prospect your recruiters may have missed during the big springtime push. Not only will your district know of him if a sudden opening emerges during the academic year; you will have

INFLATION & THE RECRUITING BUDGET

"Costs invested in the annual talent hunt which include professional salaries, secretarial and clerical cost, general overhead, travel, and printing have doubled in the last five years and will continue to climb. Although most school districts either do not have definitive cost breakdowns or are unwilling to talk about them, rough estimates place the pricetag on recruiting one teacher anywhere from $50 to $325. A veteran college placement officer, however, believes that some districts which must recruit at long range, may have to spend from $600 to $1,000 per teacher."--From The Big Talent Hunt, a 32-page "Management and Policy Report" describing in detail the problems, strategies, and techniques of 27 large and medium-size school districts in recruiting teachers. National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036. 1969. Price: $5.00. Recommended resource for the recruiter's office.

first crack at him when the following year's vacancy-list is settled.

And new avenues of teacher recruitment should be spelled out, too. Does the board wish the superintendent to look for candidates on a national basis (through such facilities as the computerized search service run by the National Education Association)? Does the board wish to charge their own teachers with a request to recommend likely candidates to the superintendent? Does the board wish to make special, more extensive provisions for recruiting supervisory and administrative personnel? Written policy is the best way to insure that these wishes are accommodated in actual practice.

It might also be a good idea for your policy to specify who exactly is responsible for the ongoing recruitment job. While the superintendent (with board approval) is in charge of hiring, perhaps the actual lining up of candidates, soliciting of applications, and preliminary screening could be more effectively and efficiently carried out under the supervision of a different administrator, one freer to devote the necessary man-hours to this important task. Certainly, any recruitment literature produced would be the result of several specialists' efforts. Spelling out the chain-of-command in the recruitment process, indicating who does what, may well be the objective of a new written policy.

Another area in which newly-written board policy can help the cause of more effective teacher recruitment is the specification of philosophical goals. Chief among the responsibilities of the school board is the setting of educational priorities and objectives. What are your long-range goals for the quality of your schools? What do you regard as the hallmarks of excellence in public schooling? By stating in your recruitment policy just what educational atmosphere you expect new teachers to contribute to, you help the superintendent choose the most likely candidates --and you help the candidates know whether they could be successful and happy working toward the goals you have set.

In developing policy on recruiting, we would suggest that boards not limit themselves to a single category of preference--by specifying, for example, the quest for beginning teachers only (so as to save money). Indeed, the most forward-looking boards specify that all things being equal they wish their new faculty to comprise a balanced representation of experienced and new teachers; Bachelor degree holders and advanced degree holders; education majors and "subject" majors.

Certain ethical statements can be incorporated into board policy on the subject of recruitment, too. One area, for example, that has long remained muddy is that of "contract jumping." In the past, some school districts chose to close their eyes to such practices; they were so grateful to have the teachers they needed. Even were one tempted to defend such behavior as "pragmatic," one certainly could do so no longer. School boards should declare

in writing its unwillingness to consider for employment any teacher who is not contractually free for employment.

And surely the time is ripe for all district boards to incorporate into written policy form their refusal to consider race, religion, sex, or national origin as a basis for employment.

Any board deliberations on the topic of recruitment must, inevitably, call for a review of policies on hiring, orientation, and assignment. At a moment in historical time when so many of the problems confronting the schools focus upon the role and the personality and the qualifications of the individual teacher, such reevaluations are not only healthy, they are necessary. Today each district can set its own image of its "ideal" teacher. Consideration of recruitment policy can not only clarify your image of the kind of teachers you want, it can also help you find him; and if new styles of recruitment are necessary to find him, the way can be smoothed significantly by spelling out these styles in written policy form.

Suddenly there are lots and lots of good, qualified teachers "out there" who would be willing to work for your district if they knew about it...and who would be just the right teachers for you if you knew about them. A well-drafted policy will increase the odds that you and they get together.

--the Staff
EPS/NSBA Clearinghouse

ABOUT THE EXHIBITS WHICH FOLLOW

The buff policies, yellow rules, and green information statements which follow may be copied and filed in the Educational Policies Reference Manual. EPS member organizations are also invited to make full use of SEARCH Certificate privileges to get additional sample materials on demand.

EPS/NSBA File: GBC

RECRUITMENT
(The Board's Role)

Note: While appointment of staff is almost everywhere a statutory duty of school boards, recruitment is regarded as an administrative function, and this advisory from the State of Washington reflects general practice. Readers are advised, however, to become familiar with their own state requirements on these matters.

The board of education has the legal power and duty to appoint both certificated and noncertificated personnel. This power cannot and should not be delegated, but all staff appointments must be considered in terms of the recommendations of the chief administrative officer.

[It] is the responsibility of the board of education to seek applicants, interview, and actually make the choice of the superintendent or supervisory principal of the schools. It then becomes the responsibility of this official to select and recommend all employees of the district. If the board is to hold him responsible for the efficient functioning of the schools, as it should, it must permit him to make the selection of personnel who will assist him. This principle of administration is important enough that it should be adopted as a policy of the board.

Individual board members have a right when considering a nomination by the superintendent to question either the specifications set up for the job or the qualifications of the nominee. Inability by the superintendent to satisfy the board may result in refusal to hire the applicant, and it will be necessary for him to make new recommendations. On the other hand, it is good practice to consider seriously the recommendations of the superintendent. If the board continually questions his ability to select personnel, then it should employ another administrator.

Employment should be based on objective standards which are set up as board policies and not on any considerations such as personal acquaintance or friendship, political, social, or religious affiliations, the applicant's need for a job, his place of residence, membership in any specific organization, or marital status. It is

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not the business of the district to furnish employment for anyone, but to make selections of staff on the basis of who will give the best returns in educational results.

While state law makes numerous provisions for certification of teachers and administrators, the local board may add to these as it sees fit. Any supplementary qualifications should be professional and not personal. Residence, marital status, and others have no bearing on efficiency.

SOURCE: Boardsmanship: A Handbook for Washington State School Board Members, Washington State School Directors' Association, page 44.
DATE: 1967

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RECRUITMENT

The Seattle School District takes pride in the quality of the educational program it provides. Realizing the relationship between the calibre of the individual teacher and the quality of the instructional program, the Personnel Division actively seeks out well qualified applicants to staff vacancies occurring within the District.

IT IS THE POLICY OF THE SEATTLE SCHOOL BOARD TO MAINTAIN CONTACTS AND FRIENDLY RELATIONSHIPS WITH PLACEMENT OFFICES OF NORTHERN AND WESTERN UNIVERSITIES AND COLLEGES, AND TO CONDUCT RECRUITMENT ACTIVITIES AND INTERVIEWS ON THESE CAMPUSES AFFORDING OPPORTUNITY FOR WELL QUALIFIED APPLICANTS TO APPLY FOR EMPLOYMENT WITH THE SEATTLE SCHOOL DISTRICT.

Maintaining a close and friendly relationship with these institutions establishes a better understanding and appreciation of the Seattle School District and materially assists us in our recruiting efforts.

SOURCE: Seattle School District #1, Seattle, Wash.
DATE: Revised 1968
LEGAL REF.: [1] R.C.W. 28.58.100 - Employment; [2] A.G.O. 61-62, No. 155 (Cannot pay expenses of applicant).

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RECRUITMENT

THE ADMINISTRATION SHOULD PLACE A MAJOR STRESS ON THE NEED FOR PERSONNEL. THE ADMINISTRATORS SHOULD PROJECT THEIR NEEDS FOR AT LEAST THE NEXT FIVE YEARS AND SHOULD DEVELOP A PROGRAM WHICH WILL PROVIDE THE HARTFORD CHILDREN WITH THE BEST TEACHING STAFF AVAILABLE UNDER OUR NEW SALARY SCHEDULE.

Recruiting should be a year-round program and should include the development of printed materials about our programs and the advantages of Hartford as a place in which to teach and live. Also, there should be greater efforts made for our staff to visit the teacher-training institutions throughout the country.

We should attempt to develop a cosmopolitan staff able to handle the problems of the urban youth. And we should not hesitate to supplement this staff by the talent the federal government and foundations have to offer through their administrative and special intern and training programs.

Also, we should take advantage of the contributions people of special competence in other disciplines in the area can make in helping us find solutions to particular problems.

SOURCE: Hartford (Conn.) Board of Education
DATE: 9/67

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RECRUITMENT

THIS SYSTEM CAN SECURE THE TYPES OF TEACHERS AND OTHER PERSONNEL IT WANTS BY AN EFFECTIVE RECRUITMENT PROGRAM BASED UPON ALERTNESS TO GOOD CANDIDATES, INITIATIVE THAT RESULTS IN PROMPT ACTION, AND GOOD PERSONNEL PRACTICES IN DEALING WITH APPLICANTS.

It is the responsibility of the Superintendent of Schools and of persons delegated by him to determine the personnel needs of the school system and to locate suitable candidates to recommend for employment to the Board.

No inquiry in regard to his religion or race shall be made of a person proposed for or seeking employment as a teacher or in any capacity in the school system.

It shall be the duty of the Superintendent of Schools to see that persons nominated for employment shall meet qualifications established by law and by the Board for the type of position for which nomination is made.

SOURCE: Baltimore County Board of Education, Towson, Md.
DATE: 8/29/68
LEGAL REF.: Ann. Code of Pub. Gen. Laws of Md. Art. 77-Pub. Ed. #159. Employment of teachers and other personnel

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RECRUITMENT

AN OUTSTANDING EDUCATIONAL PROGRAM IN THIS SCHOOL SYSTEM IS DEPENDENT UPON THE EMPLOYMENT AND RETENTION OF THE BEST QUALIFIED PROFESSIONAL PERSONNEL. THIS WILL BE ACCOMPLISHED BY GIVING CAREFUL CONSIDERATION TO QUALIFICATIONS AND BY PROVIDING ATTRACTIVE SALARY SCHEDULES, ADEQUATE FACILITIES, AND GOOD WORKING CONDITIONS.

1. The Board of Education encourages young men and women to enter the profession of education in this community and to make it their career. Currently employed professional personnel share a common responsibility for supporting this position.

2. Teacher recruitment and selection is the responsibility of the assistant superintendent for personnel. Principals and directors will assist him as needed. General staff recruitment and selection is the responsibility of the administrative staff.

3. Factors which influence selection of professional personnel are as follows:

   a. Training and certification

   b. Professional competence

   c. Personality and compatibility

   d. Suitability for the position

   e. Professional attitude

4. The Board of Education follows the practice of employing professional personnel without regard to race or creed.

5. All professional personnel selected for employment must be approved by the superintendent and recommended to the Board of Education for election.

SOURCE: Charlotte-Mecklenburg Schools, Charlotte, N.C.
DATE: 8/17/65; Amended, 5/30/67
LEGAL REF.: G.S. 115-18

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RECRUITMENT

THE MEMBERS OF THE GOLDSBORO CITY BOARD OF EDUCATION AND THE ADMINISTRATIVE PERSONNEL REALIZE THAT A SOUND EDUCATIONAL SYSTEM CANNOT BE BUILT AND MAINTAINED WITHOUT DEFINITE PROCEDURES FOR THE RECRUITMENT...OF PERSONNEL.

1. The quality of the educational program in any school system is dependent upon the employment and retention of high calibre professional personnel.

2. All currently employed professional personnel share a common responsibility for the procurement of the type of staff needed. They are expected to help in every way possible and specifically by making the system aware of outstanding prospects at every opportunity.

3. Teacher recruitment is the responsibility of the personnel coordinator. Principals and directors will assist him as needed.

4. First consideration will be given to those applicants seeking permanent rather than temporary employment.

5. All professional personnel selected for employment must be recommended by the superintendent and approved by the board of education.

SOURCE: Goldsboro City Schools, Goldsboro, N.C. (abridged)
DATE: 1969

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RECRUITMENT
(Policy Excerpts)

Total Involvement of Staff

Initial contacts with prospective candidates may be made at any time by anyone in the schools or in the community. Staff members will be encouraged to suggest outstanding candidates of their acquaintance to principals or to the Superintendent.

SOURCE: School District #5, Aberdeen, Wash.
DATE: 1/63

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Special Authority to Make Binding Contracts

In cases where the likelihood of being able to employ a desirable new teacher will be seriously jeopardized by the delay necessary for prior Committee approval, the Superintendent is authorized to execute and deliver a binding contract for not exceeding one year without prior approval of the School Committee. All such contraxts shall be presented to the School Committee at its next meeting.

SOURCE: Barrington (R.I.) School Committee
DATE: 6/25/58; Amended, 9/9/59

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RECRUITMENT

1. Goal of the Board. It is the aim of the Board of Education to employ competent and professionally qualified persons as classroom teachers and administrators.

2. Recommendation by Superintendent. The persons recommended by the superintendent of schools must meet certification requirements of the State of Kansas, as well as other state, regional, and national accreditation standards.

3. Continuous Recruitment Program. A continuous recruitment program is to be carried on by the Personnel Service Division to acquaint prospective candidates with the opportunity of teaching in the Wichita Public Schools. Full information upon which each nomination is based shall be available to the Board of Education for inspection at the time nominations are made, and for those appointed, such information shall become a part of the permanent files of the Personnel Service Division. Each applicant must provide the Personnel Service Division with accurate and complete data required on the application form. The application should be on file with the assistant superintendent in charge of personnel prior to the date of the interview.

SOURCE: Wichita Public Schools, Wichita, Kansas
DATE: 1965

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EPS/NSBA File: GBC-R

RECRUITMENT

1. Best Qualified Applicants. Applicants considered to be best qualified are recommended to the Board by the superintendent of schools for employment in the Wichita Public School System as a teacher, subject to assignment or transfer in terms of professional qualifications and capabilities.

2. Responsibility of Personnel Service Division. In the administration of employment, assignment, and separation of personnel, the Personnel Service Division has the delegated responsibility for making recommendations to the superintendent of schools in all matters pertaining thereto. The assistant superintendent in charge of personnel will consult with principals and other staff personnel in formulating such recommendations to be considered by the superintendent.

3. Develop Interview Procedures. The assistant superintendent of schools in charge of personnel will develop procedures and conduct such interviewing techniques that will facilitate making the best choices of available candidates for positions in the Wichita Public School System.

4. Assistance in Interviewing. The assistant superintendent in charge of personnel is authorized by the superintendent to seek assistance of principals, supervisors, or classroom teachers in interviewing candidates for positions in the Wichita Public School System.

5. Records. The assistant superintendent of schools will maintain necessary records to justify his recommendations to the superintendent of schools. The superintendent of schools reserves the right to reject any or all recommendations made by the assistant superintendent of schools in charge of personnel.

6. Responsibility of Teacher. The teacher, upon receiving notice of appointment, shall furnish the Personnel Service Division with such additional records as are requested by the assistant superintendent in charge of personnel.

SOURCE: Wichita Public Schools, Wichita, Kansas
DATE: 1965

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EPS/NSBA File: GBC

RECRUITMENT

In accordance with Oregon law, the Board of Education ..."at a general or special meeting called for that purpose, shall hire teachers and shall make contracts with such teachers which shall specify the wages, number of months to be taught and time employment is to begin..."

In the Parkrose Public Schools it is the responsibility of the Superintendent of Schools to recommend teachers to the Board of Education for election to the staff.

In practice, staff selection, one of the most important duties in the school system, is a complex procedure requiring the combined judgment of a number of people. In many instances selection may result from committee action in the schools where vacancies exist, but in all cases the principal of the school takes an active part in the process and, ultimately, must be the one satisfied by the appointment of a classroom teacher.

The Superintendent, principals, or other designated representatives of the Parkrose Schools may make recruiting trips to teacher-training institutions to make initial contact with prospective teachers. However, except in cases of extreme emergency, the candidates must visit the Parkrose Schools and be interviewed by the principal and in the school where they are needed.

It shall be the policy of the Parkrose Public Schools not to employ candidates for teaching positions unless they have at least a Bachelor's degree from an accredited institution of teacher training. Appointment is not official until after Board approval.

SOURCE: Parkrose School District #3, Portland, Ore. (abridged)
DATE: 12/14/61
LEGAL REF.: ORS 342-505

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EPS/NSBA File: GBC-R

RECRUITMENT

In order that the District personnel may consider every eligible candidate for a given position and in order that each candidate may be considered for positions for which he is qualified, an orderly procedure for application for employment in the Parkrose Public Schools is necessary. The following are the steps:

1. The Superintendent or his designated director of personnel is the person of initial contact. If a principal or other representative of the schools has made this initial contact at the college or university placement bureaus, the suceeding steps shall be the same as outlined herein. Letters of inquiry received by principals or others shall be referred to the Superintendent or his representative for answers and a letter dispatched to the applicant informing him of this action.

2. An application blank, either mailed to the applicant or given him during the first contact, should be completed and returned to the Superintendent's Office.

3. At the time of receiving the completed application blank, the Superintendent should request the placement bureau designated by the applicant to send a copy of his confidential record or credentials to the school. This step may be accomplished by the District's recruiting team while still on campus if it is considered desirable and if copies of credentials are available.

4. After the application blank and the confidential credentials are received, the applicant should ask for an interview with the Superintendent of Schools or his designated representative, the director of personnel. If initial contact has been made at college or university, this step may be modified to include an interview with the principal of the school where the vacancy exists.

5. During the first interview, whether held on campus or at the District's offices, the following subjects will be discussed:

   a. Preparation for teaching, checking major and minor subjects and other educational qualifications
   b. Experience
   c. Possible openings
   d. Salary schedule
   e. Contracts
   f. Retirement and other welfare policies
   g. Location and other information about the Parkrose schools

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EPS/NSBA File: GBC-R

6. A written record of all interviews with District personnel shall be kept in the applicant's folder in the central administrative office.

7. If the candidate qualifies under the Parkrose standards, and continues to be interested in securing employment in Parkrose, arrangements should be made for an interview or conference with the principal or other supervisor concerned with the vacancy. This conference should take place in the building where the applicant is to be employed if at all possible.

8. The principal or other supervisor will recommend the appointment of the selected candidate to the Superintendent.

9. The Superintendent will accept or reject the recommendation and will forward an accepted recommendation to the Board of Education for final action. The appointment is not official until after the Board's approval.

SOURCE: Parkrose School District #3, Portland, Ore.
DATE: 12/14/61
LEGAL REF.: ORS 342-505

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RECRUITMENT
(Survey Summary)

Note: What's the most important factor in attracting beginning teachers to a school district? The salary? Apparently not. That, at any rate, is a conclusion one might draw from a survey conducted by Robert J. Babcock, director of placement, State University College, Oswego, N.Y., of 491 college seniors heading for teaching jobs. The table below--which gives the percentage of responses for each of ten factors--clearly indicates that locality looms large in the minds of the largest segment of respondents with several other factors judged more important than salary. For more information about the survey, see "How to Hook Those First-year Teachers," School Management, March, 1968

Factors	Most important	Second in importance	Third in importance
Salary	6.5%	17.1%	20.7%
Grade level	9.5	21.1	16.9
Geographic location	31.7	9.9	9.9
Kind of people on faculty	8.5	9.9	17.9
Personality of principal	.4	2.2	4.4
Working hours	0	.8	2.0
Newness of school building	.4	.2	.8
Philosophy of school system	23.8	17.7	9.9
Teaching freedom	15.6	19.1	13.8
Size of school system	.8	1.0	2.4

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EPS/NSBA File: GBC

RECRUITMENT
("Professional Opportunities Day")

Note: During the Christmas break in 1967 and again in 1968 the Darien, Conn., Board of Education sponsored the "Professional Opportunities Day" described in the advertisement below, which appeared in The New York Times. "We built up a terrific bank of applicants that we are still drawing from today," said Supt. Daryl W. Pelletier in August of 1970. Savings in travel and interviewing time made the practice "very economical," he added.

AN INVITATION

You are invited to attend a Professional Opportunities Day in Darien, Connecticut. The Public Schools of Darien are seeking to augment their highly qualified and professional staff with teachers who wish to work in a challenging environment.

Darien, a suburban shore community, 35 miles from N.Y.C. is nationally recognized as a leader in working conditions, salaries, and supplementary benefits.

If you will be a June graduate or are a proven professional looking to broaden your horizon with a dynamic forward-looking school system, we invite you to spend the afternoon of December 27 with us to explore the educational opportunities in Darien. A luncheon will be served at 12 o'clock at Darien High School.

WRITE OR CALL: DR. RICHARD DEMPSEY

DARIEN BOARD OF EDUCATION
BOX, 1167, DARIEN, CONN., 06820
(203) 655-1401

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CRITERIA FOR EVALUATING RECRUITMENT PROGRAM

Inferior

No formal staff recruitment program is in operation. Efforts at recruitment lack direction and often are based upon expediency, capriciousness, and favoritism toward certain applicants.

Superior

The recruitment program is designed to find the best qualified personnel available.

Recruitment is considered a continuous process and is conducted over a wide geographical area. Effective relationships with teacher placement agencies are maintained. Adequate budgetary provision is made for the publication of informational brochures and for the travel of representatives to selected colleges and universities. Requirements and qualifications are detailed for each opening and are sent to placement offices and applicants. The entire staff is kept informed of existing and expected vacancies and is encouraged to suggest qualified individuals who could be invited to apply. Cooperation of the local association is secured in all aspects of the staff recruitment program.

☐ Inferior ☐ Below average ☐ Average ☐ Above average ☐ Superior

Action Needed To Close the Gap

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SOURCE: *Profiles of Excellence: Recommended Criteria for Evaluating the Quality of a Local School System*, p. 49. Copyright 1966 National Education Association. Used by permission.

NOTE: *Profiles of Excellence* is a 128-page book of "instruments" designed to encourage a comprehensive self-study and evaluation by local school boards, administrators, and professional associations of their school system's total operation. Copies are available from NEA Publication-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036. Single copy: $1; discounts on quantity orders. Stock #381-1174.

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RECRUITMENT
(Sources of Exemplary Recruitment Brochures)

Note: The following districts received top ratings for their teacher recruitment brochures in the 1969 School Management-NSPRA School Publications Awards Competition.

. ALBUQUERQUE PUBLIC SCHOOLS, 724 Maple SE, Albuquerque, N.M. 87103

. COLUMBUS CITY PUBLIC SCHOOLS, 270 East State St., Columbus, Ohio 43215

. FLINT COMMUNITY SCHOOLS, 923 E. Kearsley St., Flint, Mich. 48502

. HAMILTON CENTRAL SCHOOLS, W. Kendrick Ave., Hamilton, N.Y. 13346

. INDIAN HILL EXEMPTED VILLAGE SCHOOLS, 8100 Given Rd., Cincinnati, Ohio 45243

. PRINCETON REGIONAL SCHOOLS, 527 Stockton St., Princeton, N.J. 08540

. SEATTLE PUBLIC SCHOOLS, 815 Fourth Ave., North, Seattle, Wash. 98109

Also of interest:

Alaska's Great for Teaching In, Alaska Department of Education, Alaska Office Building, Pouch F, Juneau, Alaska 99801.

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RECRUITMENT

For further information, contact...

. LIVERMORE VALLEY JOINT SCHOOL DISTRICT, Livermore, Calif. 94550
Inquire from the superintendent of schools about this district's experience in sending recruiters to England in the quest for new teachers.

. MILWAUKEE PUBLIC SCHOOLS, Milwaukee, Wisc. 53208
Inquire from the personnel director about this district's practice of sending teachers on recruiting trips to colleges.

. NEA-SEARCH, 1201 Sixteenth St., N.W., Washington, D.C. 20036
Inquire about this computer-based teacher locator service.

. ASCUS COMMUNICATION AND SERVICES CENTER, 14 East Chocalate Ave., Box G., Hershey, Penn. 17033
Inquire about the policy and procedure guidelines developed by this organization (the Association for School, College, and University Staffing).

. CROFT EDUCATIONAL SERVICES, 100 Garfield Ave., New London, Conn. 06320
Inquire about Leadership Action Folio No. 3., "Recruiting Teachers: A practical manual for the school superintendent who wants to build a stronger teaching staff." Price: $10.00.

. SEQUOIA UNION HIGH SCHOOL DISTRICT, Redwood City, Calif. 94063
Inquire from the superintendent of schools about this district's reported involvement of students in the teacher selection process.

. NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1201 Sixteenth St., N.W., Washington, D.C. 20036
Inquire about The Big Talent Hunt, a 32-page "Management and Policy Report" describing the problems, strategies, and techniques of 27 large and medium-size school districts in recruiting teachers. Price: $5.00.

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